

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Kevin Michael Buchanan
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Oak Park High School
(As it should appear in the official records)

School Mailing Address 899 Kanan Road
(If address is P.O. Box, also include street address.)

City Oak Park State CA Zip Code+4 (9 digits total) 91377-3904

County Ventura County

Telephone (818) 735-3300 Fax (818) 707-7970

Web site/URL https://www.oakparkusd.org/ophs E-mail mmcclenahan@opusd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Jeff Davis E-mail jdavis@opusd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Oak Park Unified School District Tel. (818) 735-3200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Allen Rosen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 2 High schools
 - 1 K-12 schools
- 7 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	185	185	370
10	154	208	362
11	200	170	370
12 or higher	174	183	357
Total Students	713	746	1459

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 24 % Asian
 - 2 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 60 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2019	1528
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Armenian, Assyrian Bengali, English, Farsi, (Persian), French, German, Greek, Gujarati, Hebrew, Hindi, Indonesian, Japanese, Kannada, Khmu, Korean, Lao, Mandarin, Polish, Portuguese, Punjabi, Russian, Spanish, Tagalog, Tamil, Telugu, Turkish, Urdu, and Vietnamese.

English Language Learners (ELL) in the school: 1 %
18 Total number ELL

7. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 65

8. Students receiving special education services: 5 %

72 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>7</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>37</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>18</u> Specific Learning Disability |
| <u>6</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 11

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	54
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	98%	97%	98%	98%
High school graduation rate	99%	100%	98%	99%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	341
Enrolled in a 4-year college or university	63%
Enrolled in a community college	33%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	1%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 1993

15. In a couple of sentences, provide the school’s mission or vision statement.

OPHS's mission is to provide a world-class educational experience that develops the intellectual, social, physical, emotional, and cultural foundations for students to reach their individual potential.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

The 2020-21 school year began in distance learning for all students. Students received full-time academic instruction with curriculum integrity and rigor and used the school’s one-to-one Chromebook program. Approximately 35% of OPHS students returned to in-person hybrid instruction on March 22, and teachers conducted classes simultaneously for Hybrid and Distance Learners

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Oak Park High School (OPHS) maintains its strong academic focus with high-caliber teaching and a very supportive and engaged community. Many families move to this neighborhood in Eastern Ventura County specifically for our fine schools, but the most distinctive feature of Oak Park High School is that approximately 50% of our students commute from neighboring communities such as Simi Valley, San Fernando Valley, LAUSD, and the Conejo Valley. OPUSD participates in California's District of Choice program (DOC), which allows us to enroll students from surrounding areas and districts. Each year we enroll a large influx of students through a lottery process from outside our local residential area, whose families become involved in our programs and parent organizations. A portion of the DOC students initially enrolled in OPUSD at the middle or elementary school levels, so many of our 9-12 DOC students came to us from our District feeder schools.^[1]_[SEP]

OPHS students take standards-based courses in core and elective disciplines for university admission eligibility and to pursue further studies in their career field. Upon graduation, 86% of OPHS students meet university admission requirements, and 98% attend college or university. Approximately 70% enroll in a 4-year university upon graduation. Students may access Advanced Placement (AP) and honors courses in all of the academic, art, world language, Visual/Performing Arts (VPA), and Career and Technical Education (CTE) pathways including engineering, media arts, production management, information technology, and computer science. The planned implementation of our instrumental music program now includes choir, concert, jazz, and strings orchestras, and Marching Band. OPHS has a full athletic program where our student-athletes compete for league titles with over 40 sports teams. Our extracurriculars include 70+ clubs, service and honor societies, and academic teams such as Debate, Mock Trial, Robotics, and Rocketry.

The Associated Student Body is very active during COVID-19 conducting community service projects, food, clothing, and blood drives as well as planning student activities. We train students as Advanced Peer Counselors and Safe School Ambassadors to provide social and emotional resources and monitor social media for signs of students in crisis. OPHS is committed to a full-inclusion Special Education model where supports are provided in the general education setting. A designated support period occurs at the end of each day when students can see their teachers for extra help or specific concerns. Other academic supports include directed studies, study halls, math and science peer tutoring, Student Support Teams, 504 Plans, and targeted interventions based upon examination of student achievement data, grades, and referrals. We have a team-teaching approach to Algebra I and have designed a specialized science course for all students using the Next Generation Science Standards in Physics, Chemistry, Earth, and Life Science.^[1]_[SEP] Student well-being is a core value that we intentionally incorporate when developing policies, programs, and practices. Coupled with a well-designed and healthy physical learning environment, our instructional program rests on the wellness services we provide students, staff, and families in the areas of counseling, Special Education, nutrition, physical education, and mental health. Our practices are informed by data gathered from all stakeholders and address the OPUSD student wellness goals including accountability monitoring and resource allocation. As the only comprehensive high school in the District, our approach is tailored specifically to what is optimal for the high school setting. Our campus is a safe and healthy learning environment where we model the behaviors we expect our students to emulate. Our focus on environmental health and safety began many years ago but recent facility modernization and the passage of two local Bond measures have enabled us to further incorporate healthy design elements that focus on environmental stewardship.^[1]_[SEP]At Oak Park High, we create the ideal conditions for teaching and learning and for maximizing opportunities in and out of the classroom. We consolidated our efforts and resources to create college and career pathways so all students can take courses that lead to further studies in the field. We have prioritized “Fit Over Ranking” when educating students about college choice, and have employed principles of Stanford University’s Challenge Success program to maximize student well-being while also maintaining the highest levels of student achievement. Specific initiatives have reduced homework, cheating, and academic worry while increasing student sleep and teacher care and support. We revised our District Calendar to provide for homework-free holiday breaks and more playtime, downtime, and family time (PDF). We have actively addressed gender equity with full Title IX compliance in terms of access, benefit, and safety for all students. We ensure that correct attitudes and expectations are promulgated within the athletic and extra-curricular programs and that sexual harassment training is completed by all coaches and

staff. We implemented a gender-neutral dress code that does not single out female students and we made changes to the Homecoming and prom courts to remove gender as a condition for election. Our Equity and Diversity Curriculum Committee has engaged our learning community of students, teachers, and parents in a process of examining data to identify key actions that will improve equitable outcomes for all students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

After pivoting to Distance Learning (DL) within a week of shutting down in March 2020, we spent the rest of the semester providing support and flexibility for staff and students as we all adjusted to our new reality. We determined that if we were to continue with DL in the Fall, we needed significant improvement over how we “survived” the Spring. Our principal detailed the scope of our responsibility to our students and families to make our Distance Learning the best it could be. We worked through the Summer to train teachers, develop protocols, and reinvent our procedures to transition to online platforms. Our collaborative decision-making process relied heavily on survey feedback from our school and community to implement informed and innovative measures around assessment, technology, and communication. We continue to assess individual student progress to address the scope and sequence of required remediation.

^[1]_{SEP}We began by identifying the most effective and innovative pedagogical and technological solutions that would immediately impact instruction, solutions that bridged the digital divide between teachers and students. Our decision-making structure is grounded in departmental leadership that ensures that each teacher is aligning instruction and assessment practices by subject and grade level to ensure that all students receive rigorous and effective instruction. For example, our math department has different needs from our CTE pathways, so we customized our approach based upon what works for each course within each discipline. Our schedule was only slightly adjusted to maintain maximum synchronous learning, and we intentionally minimized the disruption to our daily and weekly routines to ensure continuity. We made sure that the CTE courses with sophisticated software applications in graphic and media arts, and engineering courses were available to students remotely. All of our students already had Chromebooks and Google accounts and had access to the suite of programs that permits them to share documents and work in collaborative groups. We created an exhaustive library of professional development training modules from Assessments to Zoom including extensive tutorials on digital instructional tools. As new platforms were adopted, we compiled a shortlist of critical applications along with the requisite professional development modules.

We devised new ways of assessing during distance learning that relied on an unvarnished understanding of this new reality. Academic integrity was a grave concern among all stakeholders, so we gave teachers the ability to monitor student activity on their Chromebooks to allay the fears of cheating. Assessments became open-book, and the traditional quizzes and tests were replaced with projects that relied on the students’ application of content. Project-based and problem-based learning are now prevalent practices as teachers adopt innovative ways to assess student progress and performance. For certain departments that still needed to use traditional assessment methods, we purchased software that allowed effective monitoring and testing security. We integrated these methods alongside the traditional measures and were able to use technology in ways that transformed or “flipped” how curriculum and instruction are delivered. Formative assessments have been an integral part of our assessment practices before COVID-19, and teachers have employed innovative digital solutions to gather critical feedback and data that inform the efficacy of their instruction. Teachers are using GoFormative, Quizlet, Flipgrid, PearDeck, and Edulastic to “gamify” the traditional paper-based quizzes and tests. These applications are engaging and effective methods to evaluate students’ learning and performance. AP teachers are using the resources provided by the College Board that includes videos, formative and summative assessments through its secure website.^[1]_{SEP}

From a leadership perspective, COVID-19 has sparked a rapid surge in innovation and deployment of instructional technology and integration that would have taken years to achieve under normal circumstances. We took the opportunity to harness this innovation in education to create more equitable and relevant learning systems for all students. We have been very fortunate to have excellent support for teachers as they increase their technological expertise from our IT technicians and Teachers on Special Assignment (TOSAs) who conduct needs assessments, deliver specific training, and hold office hours for teachers and staff. Nevertheless, we are still very vigilant to mitigate how remote learning has also exacerbated existing inequities for low-income students and students already struggling with social and emotional well-being. Our counseling department is constantly generating and examining grade reports to identify struggling learners for targeted interventions. Student attendance and assignment completion during Distance Learning

are commensurate with a normal school year and several community surveys have indicated a high degree of satisfaction with student progress during the lockdown. Teachers have been communicating with counselors regarding "at-risk" students and students exhibiting/expressing SEL challenges.

^[1]_{SEP} Teachers have retooled their entire instructional models and invented new ways of engaging with their students, and students have adapted. Parents now have a window into their children's high school classrooms and a deeper understanding and appreciation for their role in the process.

1a. For secondary schools (middle and/or high school grades):

Oak Park High School created articulated CTE pathways for all OPHS students based upon the data gathered from the student College and Career Interest Survey. Instituting CTE pathways that are specifically geared to the college majors and career fields our students want to enter is key to maintaining student interest and strong course enrollment. In anticipation of the California Career Pathways Trust Grant, the OPHS principal began planning meetings with CTE teachers and District and County leadership in preparation for inclusion in Ventura County Office of Education's (VCOE) CTE grant consortium. The subsequent plan allowed for a sequential rollout with programs being added annually to ensure sustainability and synchronized with grant availability from Ventura County Innovates (VCI) and the CTE Incentive Grant. Now in its sixth year, OPHS continues to participate in state-wide CTE funding initiatives by partnering with surrounding districts, community colleges, and universities to create, improve, and expand CTE courses and pathways for OPHS students transitioning to post-secondary education majors and careers. We have 702 students enrolled in 16 programs across five CTE pathways at OPHS. Seven teachers have trained to become fully credentialed to teach these programs. In addition to our College Advisor, the Oak Park Education Foundation funds a dedicated Career Advisor who works to place students in internships, community leadership positions, and volunteer opportunities. She also conducts workshops on Networking, LinkedIn, Elevator Pitches, Resume building, career chats with industry professionals, work experience, and Learn at Lunch sessions. College and Career Readiness is also supported by articulation with community colleges where students who complete the CTE Capstone Courses receive college credit, and all our CTE courses meet university admission requirements. We also recently revised our graduation requirements and partnered with Ventura County Community Colleges to enable Dual Enrollment college courses to be conducted on and off-campus for students to earn credit in lieu of high school courses.

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

We are fortunate that our community and district support arts education. In addition to Drawing and Painting, Animation, Architecture, Digital Photography, Game, and Graphic Design, students also take AP 2D and 3D Studio Art. We have recently added glass blowing and casting in an outdoor Art Court with high-capacity kilns and glass blowing equipment. Despite the challenges of remote learning, students are provided with individualized art supplies and tools to continue to engage in hands-on activities. OPHS student entries just swept the top awards in our regional student art competitions because we believe that maintaining participation in events and competitions has been critical in providing our students with opportunities to engage and be recognized for their efforts and talents. Our music program has conducted countless virtual performances including concerts featuring A Cappella groups, Disney music, graduation, and choral and instrumental Winter Holiday concerts. The students participate virtually and in-person and progress through a classical and contemporary musical curriculum. We have installed tents and purchased specialized PPE including singers' masks and instrument covers to allow the hybrid students to play along with the students at home. Our drama program has produced two virtual plays and is currently in production for a third that may be performed live outdoors. This has all been accomplished with specialized software applications that allow students to act, sing and play their instruments from home or at school.

^[1]_{SEP} Our physical education, athletic conditioning, and nutrition programs have continued and athletics are now in sports competitions. PE students complete specific exercises and assignments and are using trail

trackers and mobile exercise apps to document their participation and progress. They also submit videos of their workouts to their teachers for assessment. Teachers conduct live-streamed cardio and weight training workouts as well as yoga sessions. OPUSD is providing free school meals to every child regardless of meal eligibility or income: Since November, our cafeterias have been providing a school week's worth of frozen breakfast and/or lunch meals for parent curbside pick-up once a week. Vegan and gluten-free lunch choices are also available.

^[1]_{SEP}Our American Sign Language, Mandarin Chinese, French and Spanish teachers have maintained instruction using video conferencing software and breakout rooms to engage students in collaborative sessions while monitoring them through Go Guardian and Google Classroom. Our teachers are also preparing the students to take the AP exams in May. Tech support is provided by the district's technology department through a virtual Tech Help Desk and a physical tech window for students who need Chromebook repair or replacement. We have conducted several 'Drive-by' events for students to pick up textbooks, sports gear, art supplies, ID cards, costumes, scripts, and sheet music.

^[1]_{SEP}Our Advanced Peer counselors conducted a virtual Awareness Week for all OPHS students including sessions on mental wellness, procrastination, and equity. Awareness Week also included presentations by the Anti-Defamation League, the Gay-Straight Alliance, and Father Greg Boyle of Homeboy Industries. OPHS Students were invited to submit entries to a Poetry, and art contest around the theme of Unity.

3. Academic Supports:

OPHS students cannot fall through the cracks. We have so many mechanisms in place to identify, address, and remediate learning needs that every student, regardless of demographics or special needs, is supported and making progress toward learning standards and goals. Our Special Needs population has received the most attention from us with regard to addressing achievement gaps and how well these students are progressing through the curricular scope and sequence. In addition to scrupulous examination of individual and group achievement data, we have identified three specific areas that we have targeted for improvement: curricular articulation and alignment with our middle school, mathematics diagnostic assessment and placement, and team teaching Algebra I to increase the number of special needs students matriculating to higher math. These efforts have been underway for four years with the formation of the OPUSD Math Task Force. This group enlists the aid of California State University math and education professors to work with elementary, middle, and high school math teachers and special education case managers to implement research and standards-based teaching and assessment strategies that are articulated and aligned vertically and laterally. We have quantified the rate of advancement through the scope and sequence of the required curriculum and found that students with disabilities were not advancing to Algebra 2 at the same rate as students without disabilities. Our special education program is a full-inclusion model that, while very challenging to implement, has benefitted not only our students with disabilities in terms of improved achievement and less stigmatization, but also our students without disabilities as they learn to work with all kinds of students in all of their classes.

Our Hispanic population has increased significantly over the past years and we have made it a priority in our Accreditation Action Plan and our Single Plan for Student Achievement to focus on maintaining Hispanic student achievement at levels commensurate with all other student populations. This has been accomplished by setting realistic goals and growth targets and analyzing progress and standardized testing results to identify students to target for intervention and support. We have several built-in supports for students who find themselves struggling and our daily 45-minute support period allows students to see their teachers outside of class to get extra help or simply make up tests and other assignments. We have very few English Learners but those we have are placed in an ELL support class with an ELD specialist who gives direct instruction, but more importantly, provides the appropriate accommodations for English Learners to access their general education classes and complete assignments and assessments in this setting. Our

curriculum also has a variety of choices students can make to complete the graduation requirements and college and career readiness indicators. In addition to our honors and AP courses, we tailor each student's program to their individual needs and post-secondary goals. Our counselors work closely with our administrators and our teachers to build student academic programs that are challenging yet feasible. Students are counseled to take courses that fit their goals and that they can be successful in however rigorous a schedule they feel they need in addition to their extracurricular and community activities. Abiding by the tenets of Challenge Success, we employ several strategies to help students find the right balance of rigor and well-being.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

OPHS leadership, staff, and community are committed to a collaborative process of continual improvement that engages all stakeholders in the development of strategies that provide for our students' academic, social, and emotional growth, and college and career readiness. We have improved the use of diagnostic assessments and data to inform instruction and to ensure the correct placement of students who enroll in our school from outside of our area. We have partnered with the University of California's Math Diagnostic Project (MDTP) to identify critical areas of need for new and continuing students and students are referred to our individualized Math Skills Lab to remediate basic skills or strengthen core content areas, along with peer tutoring, team teaching, and common standards-based formative assessments in all grades and subjects. We train and develop the capacity of teachers to use rigorous research-based instructional practices that are aligned with the curriculum standards as well as the college admission standards. Our teachers are trained to develop and assess multiple types of knowledge, skills, attitudes, and behaviors important to life and success in their classes, and all students have access to guidance, counseling, and transition services to enable them to develop their social and emotional growth and career readiness.

Our CTE pathways teach industry-based practices and skills, as well as providing the latest technology tools currently used in the field. Our commitment to environmental stewardship and student well-being go hand-in-hand as students engage in class and community projects and activities that strengthen their understanding of how to maintain a healthy mind within a healthy body while protecting and sustaining our environment. Our approach is to create as many quality learning opportunities as possible so that all students can explore and discover their highest potential. All students can find success at OPHS regardless of their educational or socioeconomic background. Our Challenge Success initiatives around stress management, academic integrity, and life balance have resulted in significant improvement in these areas while still maintaining consistently high levels of achievement across all demographic groups. Our students feel cared for, and even during COVID-19, student surveys show that teacher caring and support have increased. Our counselors have been extra vigilant during COVID-19 by constantly working with students, teachers, peer counselors, and special groups on social and emotional issues as well as analyzing performance data to intervene and address remedial needs. Our College and Career advisors also help our counselors by completing many of the tasks related to the college applications and admissions process.

2. Engaging Families and Community:

Oak Park High School is located in a relatively small suburban community with very few businesses or community organizations with which to build partnerships. Nevertheless, our outreach efforts have enabled us to create multiple fruitful relationships with organizations that have helped us meet some of our most important goals and initiatives. The Oak Park Education Foundation (OPEF) is an organization with the purpose of providing additional private funding in support of Oak Park Schools. It raises hundreds of thousands of dollars to support our schools. OPEF funds the OPHS career counselor, STEAM, and enrichment programs including CTE and engineering. Generous contributions from parents, alumni, and businesses provide needed support to help our schools offer what cannot be funded on state funding alone. The OPUSD Community Engagement Committee's mission is to more fully integrate, give back to and enrich a community that so generously supports the school district. Since its inception, it has produced and delivered a quarterly newsletter to every Oak Park Resident, OPUSD out-of-district families, and District Staff. The committee also organized and executed the Big Sunday and Super Saturday events which are respectively a community service project-based event and a sustainability fair on the OPHS campus to educate and increase awareness of the school district's environmental initiatives and efforts. The committee also sent Welcome Packets to new residents with information about the schools.⁽¹⁾_(SEP)

We foster relationships with other community organizations and partners to enhance our programs and to provide enriched opportunities for our students such as The Great Race which holds a yearly slate of 5K and 10K and half-marathon races. OPHS students serve as course stewards and our PE department recruits students to support the program. Real SoCal is a local soccer club that donated \$800k to build our artificial

turf field in return for a joint-use agreement. We have a similar agreement with the American Youth Basketball Association (AYBA) who donates to our basketball program in return for use of our gym on weekends. Amgen Biotechnical corporation provides our science department with the supplies and instructional modules to conduct Gel Electrophoresis labs where students separate DNA fragments and genetically engineer bacteria. Through the Amgen labs students gain hands-on experience in producing a functional protein from genetically modified bacteria. We have an ongoing sponsorship from Boeing for our Rocket Team and a local farm allows us to launch our test flights as we prepare for the Team America Rocketry Challenge each year. We have recently arranged for Moorpark Community College and California State University to run college classes on our campus under a Dual Enrollment agreement, and we collaborate with Cal State Channel Islands to provide Common Core Standards Training for our math department teachers. Our PFA helps run college writing workshops, ACT and SAT Boot Camps, and mock exams, in addition to engaging parents and community members in school improvement efforts and school events. We continue to participate in CTE Grant Consortiums with local schools to align our priorities and to secure funding for ongoing and future pathways for students. There are many other organizations we work with including the Boy Scouts of America for Eagle Projects, our music, choir, and drama parent booster groups, and our latest group, the Class of 2021 Parent Committee who are helping create memorable and meaningful year-end activities for our graduates impacted by the shutdown.

3. Creating Professional Culture:

Oak Park High School cultivates an environment where teachers feel valued and supported by facilitating a strategically structured system of collaborative decision-making and support. This process begins in staff meetings where issues are surfaced and framed for discussion at regular department meetings. Input and feedback are then brought to the leadership team which consists of administrators and department chairs. To increase transparency and efficacy, staff meetings and leadership agenda hyperdocs are shared in advance of the meetings along with associated minutes, documents, and resources. Proposals for policy revisions or initiatives are disseminated among the entire staff prior to the meetings to enable frank and honest discussion and analysis. Department chairs are elected democratically to ensure that they have the support of their department members as they serve on the Leadership Team and paid a stipend for their participation. Administrators are service-oriented and are assigned to particular departments where they are expected to learn about their specific qualities and needs. Relationship building is paramount to generate trust and open dialogue.

Curricular and instructional needs are provided for by ensuring that administrators are resourceful and knowledgeable about how to respond to individual and departmental concerns and how and where to acquire the specific instructional resources. Our principal and assistant principals have a clearly defined and communicated set of duties and responsibilities that allows teachers to access the needed resources quickly and efficiently. Our Parent Faculty Association (PFA) and the Oak Park Education Foundation also provide funding for supplies, professional development, curriculum development, and conference attendance including travel and lodging. Teachers have the freedom and latitude to seek out professional development opportunities that are tailored to their individual professional growth plans. Teachers also have unrestricted access to a large library of professional development tutorials on a wide variety of subjects including pedagogical and technological methodologies, student health and mental wellness, environmental and sustainability, and equity and diversity.

The PFA also holds several teacher appreciation events throughout the school year including a Back to School dinner and a Holiday Luncheon. During COVID-19, administrators delivered “goodie bags” to teachers' homes including a class t-shirt, masks, and snacks. At staff meetings, teacher recognitions and accomplishments are celebrated as a staff, as are marriages, births, and retirements. Extra duty teacher leadership opportunities are encouraged with stipends, support, and recognition for helping advise clubs, coach teams, and run extra-curricular programs. The principal maintains an excellent relationship with the classified and certificated association representatives and the union president to keep apprised of emerging and ongoing issues with the goal of addressing concerns immediately and with compassion.

4. School Leadership:

OPHS administration is committed to a service-leadership philosophy where transparency, communication, and collaboration are the driving core values. The OPHS Leadership team includes the department chairs, activities director, athletic director, counselor, and two assistant principals. The principal is responsible for empowering each member of the team to engage in honest, open, and reflective discussions surrounding school improvement, school operations, curricular decisions, and student achievement. The principal is also charged with relaying timely information from District Leadership meetings to the site leadership team that impacts the school. The leadership team also works on developing processes and protocols related to the master schedule, staffing, school safety, resource allocation, calendaring, and school policies including student discipline, attendance, and events that impact instruction. The leadership team also reviews student achievement data as a group and within departments to identify areas for improvement. The principal and assistant principals work with parent organizations such as the PFA, athletic boosters, the Oak Park Education Foundation, and various other groups to support the many academic and extracurricular programs.

During COVID-19, administrators worked collaboratively with district support providers and department leaders to establish, procure, and maintain the systems and technology resources necessary to launch and sustain the Distance Learning program. The principal acts as the chief communicator for the school and works with the various stakeholders to compile the information needed to share important developments with the learning community. Our decision-making structure is grounded in a collaborative model where departmental teams work together to analyze the impact of suggested improvements and proposals. The faculty at OPHS is extremely invested in our students and school's success and there is a strong sense of stewardship among our staff to retain the critical components of what make OPHS a great school. Each of the two assistant principals is well versed in the principles of relationship building and works hard to engender transparency and trust by being proactive on issues that require immediate attention and responsiveness to the individual staff needs. The principal has a very humanistic approach to policy development. All policy revisions and proposals are considered with a growth mindset as to how they will benefit the students and how we can view challenges as opportunities for growth and discovery. We know that being stretched beyond what we believe we are capable of is how we learn and grow. We embrace enthusiastic engagement in critical and reflective discourse to reveal faults in our thinking or our processes that will lead us to the necessary improvements.

5. Culturally Responsive Teaching and Learning:

Oak Park High School is committed to an inclusive and supportive environment that promotes the social and personal development of all students, including students with disabilities. OPHS implements an inclusive model of special education service delivery; students with disabilities are not placed in special education classrooms but instead receive special education support and services in general education classes. This model has profound implications for the sense of connectedness, acceptance, and belonging experienced by students with disabilities. The inclusive approach to special education is made possible by highly collaborative relationships between general education staff and special education service providers. The successful integration of students with disabilities into the rigorous academic environments at OPHS is also due to the availability of the Directed Studies elective option and the recruitment and selection of highly trained para-educators. The inclusive model was adopted approximately 15 years ago to address not just the achievement gap between students with and without disabilities but also as a means to decrease the isolation and stigma experienced by students with disabilities. The model continues to expand; OPHS has recently implemented co-teaching in Algebra 1 as another inclusive approach to serving students with disabilities. The high school has committed significant resources to support the successful implementation of both inclusion and co-teaching, including preferential scheduling and targeted professional development for administrators, teaching staff, and paraeducators. Students, parents, and the community have embraced this inclusive model of special education service delivery; neighboring districts have visited the high school to observe the model and are seeking to replicate it. The research is clear; opportunities for students with disabilities to learn with their general education peers significantly improve achievement as well

the social and emotional outcomes for students; in addition, the research is also clear that general education students benefit from differentiated instruction and an educational environment that embraces diversity. More recent efforts around inclusivity and diversity have centered on training administrators, teachers, and students to broaden their understanding of the history and issues surrounding racism, discrimination, and explicit and implicit bias. New courses in English Language Arts focus on BIPOC narratives and the department has revised its core literature selections to include texts that address under-represented writers and voices. We created a “Connect” period each Friday where we have worked with our students and our Equity and Diversity Taskforce to deliver presentations and activities on Equity, Black History Month, Lunar New Year, and Deaf Culture month among many others.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The most instrumental practice that has enabled us to successfully educate and support students since the closure has been our ability to build teacher and staff capacity in technology to engage with students for at-home teaching and learning. Just two years after the Woolsey Fire destroyed many homes in our community, we already had the necessary trust and confidence in each other as educators, students, and parents to face adversity. We had just launched our one-to-one Chromebook rollout in grades 9-12 for the 2019-20 school year, so most of our students were able to adapt to Distance Learning (DL) once the teachers figured it out. Our leadership made some good early decisions that stabilized our planning and enabled us to focus our efforts in one direction. Based on the understanding that we would likely be in Distance Learning for the entire Fall Semester, we used the Summer to design and build the most robust DL program possible. We felt the heavy burden of the responsibility to our community to minimize the closure's impact on our students' educational progress. We all immediately began to apply ourselves to the tasks at hand. Because of how we struggled during the last quarter, we knew that we needed a much more strategic and comprehensive support network to get DL up and running in August. Teachers on Special Assignment (TOSAs) conducted needs assessments in each department and we began to marshal the resources and train teachers on how to use the instructional tools. Teachers were already familiar with using an online learning platform, Alludo, to complete professional development, so we dramatically increased and enhanced the Alludo library with short training modules on every instructional application and procedure possibly used during remote learning. TOSAs designed and delivered a 3-day schedule of workshops on the most effective and versatile instructional tools for remote learning. The principal clarified expectations for assessment, attendance, and engagement, and minimized the disruption to our daily schedules, calendars, and procedures. He focused his team's efforts on supporting teachers and staff as they adapted to the changes and adopted new practices. Our counselors supported staff's social and emotional needs by organizing virtual events to build community while also resigning their service delivery model. Ultimately, we succeeded in building the robust DL model program we envisioned because we focused on the needs of our staff and did everything we could to support their amazing efforts to engage students in the learning process.